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## XLII MADRAS STATE EDUCATIONAL CONFERENCE

PEELAMEDU, COIMBATORE

14th to 17th May, 1952

The Forty-second Madras State Educational Conference began with the opening of the Exhibition at 5 p.m. on 14th May in the premises of the P. S. G. Industrial Institute. In the unavoidable absence of Sri D. S. Reddy, Director of Public Instruction, Madras, Sri Sundaravadivelu, Dy. Director of Public Instruction, opened the Exhibition. The exhibition consisted of Engineering, Agricultural, and Industrial exhibits besides charts, diagrams, etc. on educational subjects prepared by various secondary schools. The United States Information Service and the Agricultural Department had also their sections.

In the absence of Sri G. R. Damodaran, M.P., Chairman of the Reception Committee, who was attending the Session of Parliament, his brother G. R. Govindarajulu Naidu, Managing Trustee and Correspondent, P. S. G. & Sons Charities welcomed the delegates and requested Sri Sundaravadivelu to declare the exhibition open. Declaring the exhibition open, Sri Sundaravadivelu said that due to lack of personal contact and understanding between parents and teachers they had not been able to get the proper atmosphere in society for imparting an all-round education of the right type to children in schools. The success and speed of our educational endeavour in the future would depend

to a large extent on the amount of interest, understanding and responsive co-operation which the teaching profession was able to enlist from the parents. The Deputy Director said that exhibitions of this kind would bridge the gulf between the school and society. He appealed to the public to take greater interest in educational affairs and give educationists the benefit of their constructive co-operation. These exhibitions also provided great opportunities for teachers to exchange notes in concrete and visual aids so that they might meet satisfactorily the educational needs of the younger generation. The organisation of such exhibits not only on a Statewide scale but also in individual schools would provide ample scope to students for creative occupations and undertakings.

### FLAG HOISTING

15TH MORNING.

The flag hoisting in connection with the Conference was done by Sri G. K. Sundaram, Managing Agent, Cotton Mills Ltd. at 9 a.m. before the Sarvajana High School, Peelamedu in the presence of a large number of boy scouts, girl guides, delegates and visitors. Sri G. K. Sundaram hoisting the National Flag said that he felt it a great honour to be called upon to hoist the

National Flag. The State Educational Conference was meeting in Coimbatore for the first time after the attainment of Independence. The Constitution had granted them freedom of speech and he hoped that the delegates would exercise their freedom fully and find solutions for the problems of education which was at the present time in a 'mess'. During British rule they were saying that the type of education was not suited to our country. After the attainment of independence they had introduced some reforms which, however, did not seem to satisfy anyone. He hoped that the discussions in the Conference would be fruitful in shaping a system which would satisfy the parents, the teachers and the public.

#### WELCOME ADDRESS.

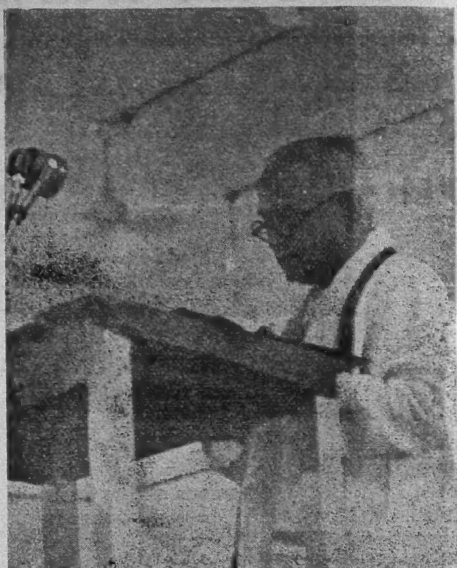
The Welcome Address of Sri G. R. Damodaran, M.P., Chairman of the Reception Committee was read in his absence by Sri G. R. Govindarajulu Naidu, his youngest brother. (Published in the April issue of the South Indian Teacher.)



Mr. Varadarajulu Naidu, reading the Welcome Address.

15TH MAY, 1952. EVENING 4 P.M.

The proceedings of the Plenary Session of the Conference began at 4 p.m. in the P. S. G. Rangaswami Naidu



Hon'ble Dr. M. V. Krishna Rao,  
Education Minister, inaugurating the Conference.

Memorial Hall in the presence of a gathering of delegates and visitors numbering nearly a thousand. (Owing to the late arrival of the train the session could not begin in the morning as per programme.) The Hon. Dr. M. V. Krishna Rao, Minister for Education, declared open the Conference and explained the educational policy of the Government. The Minister said that his visit to Coimbatore was almost his first to the heart of Tamil Nad and it gave him pleasure to be in a place where there were educational activities in many directions. Coimbatore had produced great citizens one of whom adorned the presidential chair. The Minister apologised for being late owing to circumstances beyond his control and said that on the very day he took office, Sri Natarajan, the President of the S.I.T.U. wrote to him about the urgent needs

of teachers and offered the co-operation of the Teachers' Organisation to Government in finding solutions to educational problems. He congratulated the S.I.T.U. on having devoted leaders.

The Education Minister said that the first task of the Government was to convert all the elementary schools in the State into basic schools. A proper system of basic education was being evolved at present. On Secondary and Collegiate education, Dr. Rao said that it was Government's intention to provide at least one high school for each taluk and one college for each district. Government, he said, were wedded to the encouragement of basic education, as it was a matter of national importance.

#### EDUCATIONAL IDEALS

Dr. Krishna Rao said that side by side with the effort to instil the principles of liberty of thought and expression in children and the sanctity of the individual, theirs was the privilege and the duty to instil into young minds the principles that Mahatma Gandhi had taught,—that means must be as right and just as the end and that they should learn to subordinate personal, family and community considerations to the interests of the welfare State which was being built by the people of this land.

Describing the Government's educational policy and programme, the Minister recalled to them how, in 1937 when Congress took over the government in various States, Gandhiji had concentrated on devising ways and means to bring education to every child in the country. Without going into the various measures taken from 1937 to 1951 for reorganising education, he would say there had been considerable expansion and experimentation.

Quoting Articles 45 and 46 of the Constitution, the Minister said that the fulfilment of the purpose of these two clauses in the next few years would be the first task of the Government. It had been the policy of the Madras Government, as of other governments, to try to convert all elementary schools into basic schools. This system had passed

the state of experiment and had come to stay all over the State. It was the hope of Government, with their co-operation, to see that a proper and suitable system was introduced uniformly and universally in this State. When he said 'uniformly', he did not mean that there was no scope for initiative, enterprise or research in regard to the development of basic education. These were very necessary on the part of those engaged in basic education. Every attempt in those directions, he was sure, would receive encouragement.

Speaking about Secondary and Collegiate education, the Minister referred to the expansion of institutions going on in recent years and said the number of high schools had doubled during the last six years as also the number of colleges. The idea was to provide every taluk with a high school and every district with a college, at the least. Government's policy would continue to be concentration on the expansion and improvement of elementary, basic and secondary education, without their being indifferent to or allowing university education or research to suffer in any way. Secondary education would have to be improved to bring it up to a high standard as in other countries, so that it by itself would be self-sufficient and complete and fit a person to enter any walk of life or take up any specialised training. Adult education was a national problem: it took precedence over other problems and came side by side with elementary education, because of the granting of adult suffrage under the Constitution.

#### PLACE OF REGIONAL LANGUAGE

Speaking about the place of the regional language in the school curriculum, Dr. Krishna Rao said that it was the most natural medium for the education of the child. As regards Hindi, which had been accepted as the official language of the country, this was a subject on which there had been slight difference of opinion in the State. Even a good thing would become unacceptable when it was made compulsory. He did not believe much in compulsion. He

found that in the Telugu regions of the State, representations had been made that Hindi should be made compulsory and that the number of periods allotted to Hindi should be increased, while in some parts of Tamil Nad there was opposition to making Hindi compulsory. He did not wish to go into the controversy but he knew that as practical people, the citizens of our State had already taken to Hindi and would increasingly take to it because they stood to benefit in every way by learning Hindi.

About English, he would say it had been one of the strong points of their State in the whole of India. Transition from English to the national language must be very carefully supervised and conducted. Of course, ultimately English could not occupy the same place in India, but they could not discard it altogether. The change must be conducted in such a manner that they did not lose cultural contact not only with the rest of India but with the rest of the world.

Referring to the emoluments of teachers, the Minister drew attention to the educational concessions recently announced by the Government for the children of N.G.O's. and employees of Local Boards, and said the question of extending the concession to teachers of aided schools and to college teachers who came under the Rs. 300 income group, was under examination by the Government. Government had decided upon this concession literally without counting the cost, to show by this moral approach to the question their *bona fides* and their earnestness. He would appeal to them to appreciate this gesture of Government and get away from that mood of depression and frustration which was in most of them about so many things to-day. The question of revision of their scales of pay would also be considered by Government though he was not in a position to say or promise anything. Finally, he had to make an appeal to all educationists to help in the planning and execution of all schemes that were undertaken by Government. Their suggestions would receive full respect. He was in no haste

to bring in changes without consultations or without taking into account, their considered views. In this country, Mr. Krishna Rao concluded, they had inherited very great traditions regarding the vocation of teaching. "I hope and trust and pray that the spirit and method of those traditions may be attempted to be recaptured and reintroduced in our educational effort of to-day, so that we may all succeed in laying the foundations of the rejuvenated past about which we all dream."

Mr. S. Natarajan, President of the S.I.T.U. proposing Mr. R. K. Shanmukham Chetti for presidentship of the



Sri S. Natarajan, President, S.I.T.U., proposing Dr. R. K. Shanmukham Chettiar to the Chair.

conference, said he was sorry the question of extending educational concessions to teachers in aided institutions was still under examination by the Government. He hoped a little more despatch would be shown in coming to a favourable decision, so that teachers might be helped to achieve the right frame of mind for willing and cheerful co-operation in the great task before the nation.



If the Government extended the concession to teachers employed in aided schools, on a very, generous over-estimate, the increase in cost to them would come to Rs. 1.35 lakhs. He had been told by statisticians that it would be less than one lakh. Economy in this matter was likely to produce lasting harm to the State and future.

Sri Natarajan paid a tribute to Sri R. K. Shanmukham Chetti's services to the country in various fields and his interest in the cause of the teachers.

Sri K. M. Ramaswami seconded the motion which was carried amidst acclamation.

#### PRESIDENTIAL ADDRESS

Mr. Shanmukham Chetti then delivered his address. He said that as one who had played some part in the public life of the country in the last thirty years, he had kept his contact with the



*Dr. R. K. Shanmukham Chettiar, delivering his Presidential Address.*

educational world and the various educational problems that had engaged the attention of the people for years. Apart from that, he had always made it a point to keep contact with the student population. These were perhaps his credentials to address them that day. The problems in which they would be naturally interested could be divided into two categories, the problem of educational advancement, to be pursued by the State, and the problems with which teachers were concerned—the relation between teacher and society.

During the last thirty years, he said, every one interested in the welfare of the State had applied his mind to the problem of educational advancement. It had been the fashion to criticise the British rulers as having introduced the educational system in this country to manufacture clerks, but as a result of that system India had not become a nation of clerks. Their country had no doubt produced clerks but it had also produced great statesmen, jurists and administrators of international fame. Above all these, it was that educational system which they had been blaming, that had taught them their own rights and responsibilities and made them realise that they could not be slaves under foreign rule for all times. In fact, with great forethought, Macaulay had put it down in his Minute on Educational Policy that the system of education imparted to Indians being essentially based on English as the medium, the day would come when Indians would claim equal rights with Englishmen. That prophecy had been fulfilled in great measure.

He did not mean to suggest, the President said, that the system was a perfect one at all. During the first half of the present century, the human race had made great strides in industry, science and education. Here in India, many committees and commissions had been appointed, composed of eminent men in the field of education and in public life, and the Government archives contained to-day monumental reports on the defects of our educational system and the remedies that should be applied. Nothing tangible had, however, come out. The Sargent Report was considered as a charter of Indian education, at the time, but if they examined the action taken on the recommendation they would find the results not satisfactory. All these great schemes of reform had been shipwrecked on the rock of finance. Even the basic education scheme, as conceived by Mahatma Gandhi, had had to be modified at the later stages because, on account of finance, it could not be carried out, though the scheme had

contributed very much to the improvement of our educational methods.

Continuing, Mr. Shanmumukham Chetti said that whatever changes might be introduced in the method of teaching the basic idea underlying education must be the same for all time and for all. Owing to historical and political causes in India, during the last quarter of a century they had come to entertain the idea that there was no place for religion in the scheme of secular democracy, and, as a corollary, that religion could not find a place in the educational system of our country. On the other hand, he would make bold to assert that whatever might be the juristic character of secular democracy, if elements of religion were lacking in the educational system, not merely would that system rot, but democracy itself would be ruined. Everybody knew that in England, there was secular democracy but the Britisher did not think that the teaching of the Bible in schools was inconsistent with secular democracy. He hoped the teachers here would devote some attention to the place of religion in their educational system.

He was thinking, Mr. Shanmukham Chetti said, of religion in the widest sense of the term. He hoped, therefore that even secular governments would consider it necessary to give some thought to this idea when they were engaged in framing educational schemes.

#### PLACE OF THE MOTHER-TONGUE

Speaking about the place of the mother-tongue in the imparting of education, he said that it was a great proof of the political sagacity of Mahatma Gandhi that he decided thirty years ago that, for purposes of administration, there should be linguistic provinces formed in the country. With his intuition, he had realised that if the people of India, having varied languages, were to be consolidated into one nation, it could only be done by rousing their spirits in their own mother-tongue. If Tamil Nad had attained political self-respect within twenty-five years, it was

not because of lectures delivered in English on political philosophy from platforms, but because of the writings of the poet Bharathi, of Ramalingam Pillai and other great Tamil writers. "Let me tell Government and those who have the responsibility for moulding the destinies of India from Delhi," said Mr. Chetti, "that you can never make India a nation unless the fullest scope is given for expression on the basis of linguistic division. History would prove that the argument that fissiparous tendencies would be created by linguistic division, was baseless. The longer the linguistic division of the country was postponed, the longer will it take for the consolidation of India." He was emphasising this, he said, from a purely national point of view. If education was to be made absolutely perfect, it must be imparted through the mother-tongue in all its stages.

Mr. Shanmukham Chetti said that there were people who honestly doubted the efficacy of employing the mother-tongue as a medium of instruction in the university stage. That was a great problem which the Governments of our country must solve, and in the solving of it the leaders of the profession must help. As regards the federal language, Hindi, the objective seemed to be unobjectionable, but in its application it was not so simple. So far as India was concerned, the problem revolved round the central fact of how they were going to reconcile the claims of the mother-tongue, Hindi and English. While completely observing cultural autonomy in the mother-tongue, how were they going to impart to the child sufficient knowledge of Hindi to take part in the public life of India and to pass Public Service examinations, and how far were they going to keep the teaching of English at such a high standard that it would enable the child later in public life, to use it to keep in contact with the rest of the world? How were they going to find in their educational system a place for all these three languages which would serve this three-fold purpose? He felt confused when he was asked for a solution of this great

problem. But teachers who were expected to understand the psychology of the child, must find a solution. From the practical point of view, the problem was not so simple as would be imagined. Therefore, in solving this problem, whether it was by Government or by the teaching profession, it was necessary that the sane and practical view should be taken and a method and policy devised which would reconcile these three conflicting views. They should not think that the problem had been disposed of and everything was right.

Mr. Shanmukham Chetti strongly criticised the policy of prescribing textbooks for schools and said that the kind of canvassing that was going on when Text-book Committees met to prescribe books, was absolutely sickening to any educationist. He strongly disapproved of the inclusion of biographical sketches of living men in text-books, as this would be misused for political and commercial propaganda.

#### SOCIETY AND THE TEACHER

Dealing with the place of the teacher in society, Mr. Chetti said that the position which the teacher occupied in society did not do credit to the public. While an illiterate woman sweeper in a textile mill got sixty-eight rupees per month, an elementary school teacher who was described as the 'custodian of the future citizens of the nation' received only forty-five rupees. Compulsory provident fund for privately-run factory workers was instituted by Government while workmen employed by Government received no such benefit. The Government adopted an easy formula in solving some of their national problems, but the problem could not be solved unless there was a better conception of priorities. No country in the world had unlimited finances. In the distribution of available resources, a wise Government must go according to priorities. A due sense of proportion was not being observed in deciding priorities during the allocation of expenditure. Bettering the status of the teaching profession was one of the

highest priorities. There were certain essential items of expenditure for which, want of finance could not be pleaded as an excuse. The objective of a welfare State must be kept in view. The Madras Government must improve the standard of living of the teaching profession.

Observing the public life in this State in the last five years, he would say that they were heading towards dangerous potentialities unless they solved the problem. They could not afford to deal with it in a light-hearted manner. Why was it that the intellectuals had been attracted to the destructive ideology of Communism? It was due to a sense of frustration and discontent against the existing order of society. No amount of repressive laws or even piece-meal reforms about the standard of life could stop the rush towards Communism. Even from the point of view of self-preservation, apart from that of ideals and ideologies, it was necessary for the State to see that the teaching profession was not drawn into that temptation.

Concluding the President said that representatives of the teaching profession in the legislature should not confine their attention to the narrow trade union ideal of looking after their interests, but were expected to give, for the general welfare of the country, the special knowledge and experience they possessed.

#### MESSAGES.

After Dr. Shanmukham Chetty had delivered the Presidential Address the messages to the Conference were read.

The Governor in his message said:

"I am happy to know that the Forty-second Session of the Madras State Educational Conference is to be held at Coimbatore during this month, and I hasten to send it my very best wishes for all success and happiness. It would be the merest truism to say that we are what we are taught to be and society invariably takes in concrete form the education that the children and the youth receive. The task of the teacher

has become very difficult and delicate at the present moment because we are passing through a critical stage of transition wherein all values are being put to the severest test, and we have to discriminate carefully between what is right and what is wrong so that the work of evolution from centuries may not be lost in a trice. The student of to-day is the citizen of tomorrow and in our present status of freedom, citizenship means much more than it did before. It means the shouldering of heavy responsibilities, incessant work, constant devotion to duty and eternal vigilance so that our hard-won liberty may not be lost. In this great task the teacher and the taught must co-operate and the tension that had grown between them during the last few years be relieved so that the object in view may be achieved.

"In the changed circumstances of the times, we have also to make sure of the sort of education we require and this would depend upon our conception of the society we want. It would be naturally the duty of an educational conference to take the lead in this matter so that the right thing may be done. It is easy to criticise, it is difficult to be constructive. It is easy to say what is wrong. It is difficult to find out what would be right. It is my earnest hope that the Conference will tackle its problems without fear or favour and take decisions of a practical nature which would be helpful in the building up of a stable and equitable society in the future."

Messages have also been received from the Chief Minister and other Ministers of Madras, Mr. K. M. Munshi, Mr. A. J. John, Chief Minister of Travancore-Cochin, and others.

Mr. C. Rajagopalachari, in his message said: "My dear comrades, you know what is small and what is big, what is permanent and what is transient. You know what is good and what is bad for us all. May you be blessed with wisdom besides knowledge."

Sri R. Rajagopal, one of the two General Secretaries of the Conference proposed a vote of thanks to Dr. Krishna

Rao the Minister for declaring the Conference open and to Dr. Shanmukham Chetty for his Presidential Address.

In the night there was entertainment.

#### UNVEILING OF THE PORTRAIT OF SRI S. K. YEGNANARAYANA IYER.

A portrait of the late Sri S. K. Yegnanarayana Iyer was unveiled by Sri E. H. Parameswaran, M.L.C. in the P. S. G. Rangaswami Naidu Memorial Hall on 16th May, 1952 at 8 a.m. Rev. Thambuswamy, President, S.I.T.U. Protection Fund presided. The President said that they had met to honour the memory of one who was with them for many years. The number of teachers who knew the late Sri Yegnanarayana Iyer first-hand was diminishing and it was but fitting that they must be reminded of one who worked for the profession. He was one of those who was privileged to know him at close quarters. Prof. Yegnanarayana Iyer's activities were many-sided. He was a lecturer, social worker and great co-operator. Along with the late Prof. Sabhesan he founded the S.I.T.U. Protection Fund and worked day and night for the cause of teachers. Rev. Thambuswamy then requested Sri E. H. Parameswaran to unveil the portrait.

#### E. H. PARAMESWARAN'S ADDRESS Mr. President, Brother and Sister Teachers,

I deem it a great honour and privilege to have been given the opportunity of associating myself with this happy function. When the organisers of the function approached me a few days ago at Madras with the request that I should unveil the portrait of our late lamented President Sri S. K. Yegnanarayana Iyer I felt that some distinguished person should be invited to do so. But when my friend Mr. Natarajan told me that I have been associated with Prof. S. K. Yegnanarayana Iyer for a long number of years and that having known him intimately, it would be proper for me to perform the function, I readily consented to do so.

Not only have I known him for a long number of years, but I have con-

sidered Prof. S. K. Yegnanarayana Iyer and Prof. Sabhesan as my Gurus and I therefore consider it a great privilege to be invited to unveil his portrait.

The first occasion when I came into close contact with Prof. S. K. Yegnanarayana Iyer was at the last Coimbatore Conference in 1930. From that time I was closely associated with him as a humble co-worker and lieutenant in the S.I.T.U. I can say this of him without any exaggeration that the more I knew him, the more I loved and admired him.

It is remarkable that Mr. S. K. Yegnanarayana Iyer adorned everything that he touched and he was a great success as a Professor, a Principal, a Journalist, a social worker and co-operator and as the President of the S.I.T.U. for a long number of years.

As a Professor and Principal he won the admiration and affection of thousands of students who had the good fortune to study under him. In his work for the co-operative movement he won the highest appreciation both from the officials and non-officials. Probably, the present generation of teachers does not know that he was a great social reformer and that when he was Principal of the Salem College, he braved opposition from the orthodox people by his work for Harijan uplift. He also started a Harijan Hostel and devoted a good deal of his time for helping the Harijans long before Mahatma Gandhi espoused their cause.

Every teacher in South India knows the great services done by him to the S.I.T.U. and what the S.I.T.U. has been able to achieve under his leadership. He became President of the S.I.T.U. in 1924 and continued in that capacity till the Ambalamudram Conference of 1940. During these years he had Mr. Sabhesan as the Secretary of the S.I.T.U. and both these leaders strove to build up the great organisation. If today the S.I.T.U. has come to be a powerful organisation commanding the allegiance of the vast body of teachers in the State, the credit is in no small measure due to the untiring and selfless work of leaders like Prof. S. K. Yegna-

narayana Iyer. He was also the President of the S.I.T.U. Protection Fund almost from its inception and nursed it with parental care to the stage of adolescence. There is to-day no other institution in India like the S.I.T.U. Protection Fund run by teachers for the benefit of teachers on efficient and up-to-date lines and it is only proper that the Directors of the Protection Fund should have organised this function in honour of Prof. S. K. Yegnanarayana Iyer.

I feel it may be perhaps impertinent on my part to speak about the qualities of head and heart of my leader, when speaking to an audience of teachers. I shall therefore quote the opinions of two of our distinguished countrymen who had known Prof. S. K. Yegnanarayana Iyer intimately—Sir P. S. Sivaswamy Iyer and Raja Sir Annamalai Chettiar.

*Sir P. S. Sivaswamy Iyer—*

"I have always entertained a high regard not merely for his scholarship and attainments but also for his truly religious spirit, his modesty and sincerity and for his desire to serve the country in the field of the co-operative movement and otherwise."

*Raja Sir Annamalai Chettiar—*

"Rao Bahadur Prof. S. K. Yegnanarayana Iyer is well known throughout Southern India as a great scholar and eminent educationalist. He has devoted the best part of his life in the service of the youth of the country inspiring them, by precept and example, to high ideals of service. A silent and sincere worker, work was really worship with him. The teaching profession especially owes him a deep debt of gratitude for his efforts to secure it better conditions of service."

It is a matter of pride for us that Sri S. K. Yegnanarayana Iyer won such encomiums from the leaders. Many of you are also aware that he was for many years the Editor of The South Indian Teacher. When he resigned the presidentship of the S.I.T.U. in 1940, he knew that he had placed the organisa-



tion on a sound footing and that he was leaving it in the capable hands of Mr. Sabhesan who succeeded him as president. It is impossible for us to forget the great services rendered to the cause of education in South India by these two stalwarts Prof. S. K. Yegnanarayana Iyer and Prof. Sabhesan. On an occasion like this, I shall be failing in my duty if I do not say that the mantle of Prof. S. K. Yegnanarayana Iyer and Prof. Sabhesan has worthily fallen on the shoulders of Mr. Natarajan and that he has during these years held aloft the banner of the S.I.T.U. with the unstinted co-operation of Mr. T. P. Srinivasavaradan. The way in which these two friends are conducting the organisation to-day is itself a tribute to the great work of Prof. S. K. Yegnanarayana Iyer, for both of them received their training under him.

And let me conclude with another quotation from the Rt. Hon. V. S. Srinivasa Sastry. In the course of his speech delivered as President of the Shastriabthapurthi celebrations of Prof. S. K. Yegnanarayana Iyer the Rt. Hon. Sastry said—

"Sri Yegnanarayana Iyer possessed the extraordinary quality of modesty and was thoroughly unostentatious in all his work. Mr. Sastry continuing said that unfortunately in the teaching profession there was a feeling among some that those handling college classes were of a higher status than the elementary and secondary school masters. He had known some professors who looked down upon the teachers in High Schools. He had found that the chief guest of the evening and Sri M. S. Sabhesa Iyer, both of them Professors in Colleges, were two notable exceptions. The teachers were engaged in a profession which brought up the next generation, the citizens of the future, and there could be no distinction of grades in it. In war, though there are various grades, all persons gloried in the name of the soldier and they were united by one object, namely, fighting. In the teaching profession let them all glory in the name of teacher and let them all unitedly work

for the betterment of the future generations. Hold together was his advice to them. Teaching was a sacred calling and let them all work together."

I should like, ladies and gentlemen, to conclude with that inspiring message "Let us all hold together". Let us all be inspired by the great life and work of "Prof. S. K. Yegnanarayana Iyer". May God give us the strength and the wisdom to be real teachers and may the S.I.T.U. so ably built up by Prof. S. K. Yegnanarayana Iyer and Sabhesan grow from more to ever more.

I have now very great pleasure in unveiling the portrait of the late Prof. S. K. Yegnanarayana Iyer.

Sri T. P. Srinivasavaradhan proposed a vote of thanks.

16TH MAY, 1952.

#### SABHESAN MEMORIAL LECTURE

The General Sessions of the Conference met at 2-30 p.m. Rev. Boyd who had been requested to deliver the Sabhesan Memorial Lecture could not do so and Prof. E. N. Subramaniam, M.A., B.L., who was then approached, agreed and took as his subject "Education and the Five Year Plan." Sri S. Natarajan presided.

Fellow Delegates and Friends,

I am not talking the language of convention when I say that I feel greatly honoured in having been asked to deliver the Sabhesan Memorial Address for this year. I had the pleasure and privilege of working with the late Professor Sabhesan for nearly a quarter of a century. As Joint Secretary of the S.I.T.U., as member of the Working Committee and as a member of the Board of Directors of the Protection Fund, I had occasion to come into very intimate contact with him. Professor Sabhesan was a great teacher, a great organiser, a great leader and a great champion of the cause of education and the teaching profession. I welcome this opportunity to pay a loving tribute to his memory.

Our President, Mr. S. Natarajan, has suggested that I should take as the

theme of my address 'Education and the Five Year Plan'. I should confess that I have a sense of sadness in talking on a subject of that kind. It has been my unfortunate lot during the last few years to talk only on plans and not to review the achievements and progress made under any plan. I remember that at the Provincial Educational Conference held at Calicut in 1945 I was asked to lead the discussion on the Post-war Plan for Educational Development, popularly known as the Sargent Plan. Again in 1950 at the University section of the Devakottai Conference I had to speak on the Radhakrishnan Report. Now I have been asked to speak on the Five Year Plan with reference to Education.

We all know that Professor Sabhesan was a great believer in planning and he lent his support to the Sargent Plan when it was published. The Sargent Plan in spite of its limitations, was the first comprehensive, constructive attempt to plan our education from A.B. to B.A., from the basic to the University. But the Sargent Report was put on the shelf.

Now we have the Report of the Planning Commission, the Five Year Plan. It is only a draft report. The final plan is expected to be published in a month or two. The report is divided into three parts. The first part deals with the approach to planning; the second deals with the salient features of the plan and the third with the problems and policies of administration. In the first part the Planning Commission explain their approach which derives from the Directive Principles of State Policy contained in our constitution assuring a social order in which justice, social, economic and political shall inform all our institutions.

Our State is no longer a police State. It is a welfare State. All our plans, therefore, should be directed towards the achievement of Social Welfare. The very concept of welfare has now undergone a sea-change as it were. It means an ever increasing number of benefits, in money, goods and services. In a welfare State, basic human needs like food, shelter, clothing, education

and health would become governmental responsibilities consciously accepted and conscientiously fulfilled. The motto of a welfare State should be "From everybody according to his capacity; to everybody according to his needs". A real welfare State, according to me, should be a State in which every ordinary man has justice and every extraordinary man his opportunity.

The second part contains twenty-one chapters and deals with the varied subjects that came under the survey of the Commission. Chapter seventeen dealing with education is a small chapter of less than ten pages. All the problems connected with education have not received attention. Also such problems as have been touched upon have not been considered in all their aspects. They are all to be examined later by educational experts. It is a matter for disappointment that education has been relegated to the background in the report. This is not to say that Government does not recognize the importance of education. The report does draw our attention to the vital role of education in the task of the reconstruction of our country. It also stresses the importance of the education of the individual in the following words: "Education has to train the senses, develop the intellect, harmonise the emotions and equip the individual for efficient living so as to ensure an integrated growth of personality."

While the Government realises the importance of education both in the individual and social aspects it is a matter for the deepest disappointment that they are unable to provide adequate funds to meet the educational requirements of the country. The National Plan envisages an expenditure of Rs. 1,493 crores during the five years. Out of this sum Rs. 254 crores are to be spent on Social Services and out of Rs. 254 crores for Social Services, the share of education is only Rs. 123 crores, Rs. 91 crores to be contributed by the States and Rs. 32 crores by the Centre. The Central contribution is utterly inadequate. Centre's approach is to be selective. While the Central Govern-

ment would be willing to provide funds for higher and technical education, the Centre was not in a position to accept any large measure of responsibility, for basic or social education. Unless the Central Government were prepared to undertake this responsibility, I am afraid it would be impossible to implement Article 45 of the Constitution. According to that article the State should endeavour to provide within a period of ten years from the commencement of the Constitution for free and compulsory education for all children until they complete the age of fourteen years. The implementation of this article should, in my opinion, be primarily a responsibility of the Centre.

The Plan for Madras State is expected to cost Rs. 137 crores. Compared with the Plans of other States, ours is the largest, that of Bombay coming next with Rs. 120 crores and that of Uttar Pradesh coming third with Rs. 91 crores.

Out of Rs. 137 crores in the Madras State Plan, the allotment to education was only Rs. 8 crores which would be distributed in the following manner :—

	Rs.
Primary and Basic Education	5 crores.
University Education	1 crore.
Technical & Vocational Education	1 crore
Social education (Adult & Visual)	50 lakhs.
Other schemes	50 lakhs.

The provision of Rs. 5 crores for primary education is pitifully inadequate. With an expenditure of nearly Rs. 6½ crores last year, out of 70 lakhs of children of the school-going age only 50% were at school while 50% remained without schooling even at the primary stage. The provision of Rs. One crore for University education was also very inadequate.

Among the items of social welfare education, of course, has been given top priority. Rupees 123 crores out of Rs. 254 crores i.e., nearly 50% is to be devoted to education. But different States have put different emphasis, while Madras has allotted only 29% to education out of the total expenditure

on social services, Bombay is allotting about 52% and Uttar Pradesh 66%. Why this different emphasis it is difficult to understand.

I should also like to refer briefly to one or two other important points mentioned in the report. The report says that Secondary education is the weakest link in the educational chain and has to be reorganised to serve the needs of the community. Regarding University education the report recommends that the tendency to multiply Universities on local and regional grounds should be checked. It also suggests that University education should be a concurrent subject.

I regret that the report does not hold out any hope of better conditions of service to the teaching profession. There is no promise of a better deal even for the primary teacher who is the backbone of our educational system. In any scheme of educational reorganisation the teacher was the linchpin and only a qualified and contented teaching profession was the surest guarantee for the progress and expansion of education in our country. I should, therefore, like to make an earnest appeal to the Governments both in the States and in the Centre, to do all they can for improving the lot of the teacher. I hope and trust and pray that the Government would heed the grave warning given by Mr. Shanmukham Chetty in his presidential address and avert the possible danger of a switch over of the intellectual classes to communism.

It was H. G. Wells who said that there was a race between catastrophe and education. Education should win in the race and if it should win, it must come into its own. I remember, Professor Sabhesan used to say that he would not be satisfied with dominion status for education and that he wanted complete independence for education. Education can serve the cause of free men only when it is guaranteed a large measure of independence and security. Democratic education cannot live in a straight jacket; it thrives only under conditions of freedom, trust and confidence.

At the close of the Memorial Lecture Sri Natarajan requested Mr. Hagberg, Representative of the United States Information Service who was present, to address the Conference. Mr. Hagberg said that in the U.S.A., the object of education was to produce well-balanced citizens. The Five-Year Plan in India was, he thought, an indication of India's interest in the development of proper citizens. It was encouraging that the aim of education in India was the same as in the United States. One of their problems was the relation between teachers and pupils. Another common to both countries was to get pupils acquainted not only about their own country, but also about other countries. To satisfy this need the U.S.A. Information Service brought information in the form of films, pictures, and magazines. He invited teachers to visit their office in Mount Road, Madras and also write to them for pamphlets, and other literature.

Sri S. Natarajan thanked the representative for the help rendered to schools in the State. He also thanked Sri Sundaravadivelu, the Deputy Director for participating for three days in the Conference. There was some gap till recently between the Department and the S.I.T.U., but now it had been bridged and there was a feeling of oneness between the Teachers' Organisation and the Education Department.

Referring to the subject of the Sabhesan Memorial Lecture, Sri Natarajan pleaded in his concluding remarks for contribution by the Central Government towards education. If the 75 lakhs of children in Madras State were to be brought into schools, the cost would work out, even at the present modest scale, to Rs. 15 crores and this was more than 25% of the revenues of the State. In this connection he remarked that a large number of schools, elementary and secondary, had been opened in recent years, but they suffered owing to lack of trained teachers, buildings and equipment. It would be wise if the coming two or three years was spent for the consolidation of education rather than for expansion.

17TH MAY, 1952—EVENING.

*Resolutions passed at the 42nd Madras State Educational Conference, Peelamedu.*

Resolution moved from the Chair :  
This Conference places on record its deep sense of sorrow at the demises of

1. Upadhyaya Sangha Karya Praveena Sri S. K. Yegnanarayana Iyer.
2. Sri P. A. Subramanya Iyer.
3. Sri C. S. Srinivasachariar.
4. Rev. F. Pais.
5. Sri S. K. Devasikhamany.
6. Madame Montessori.

1. This Conference endorses fully the recommendations of the Conference of Presidents and Secretaries of District Teachers' Guilds and approved by the Executive Board of the S.I.T. Union in respect of salaries, old age provision and leave rules and urges upon Government to give immediate effect to the recommendations.

*Mover :*

Rev. Thambuswami (Madras).

*Secondor :*

Sri H. Krishnamurthy (Kurnool).

2. This Conference requests that teachers of all cadres under all managements be given house rent and dearness allowance at rates applicable to the employees of the Central Government.

*Mover :*

Sri M. K. Ramamurthy (Madras).

*Secondor :*

Sri A. S. Narayanan (Palghat).

3. This Conference welcomes the grant of educational concession to the children of the officers of the Non-Gazetted services in Government and of Local Bodies and expresses its joy that these concessions have been made available to the children of teachers also working under Government and Local Bodies and requests that the same concession be extended to the children of teachers employed in all recognised educational institutions under private managements.

*Mover :*

Sri E. H. Parameswaran  
(Ambasamudram)

*Secondor*

Sri R. Mahadevan (Mayuram).

4. This Conference requests that the age of retirement for all grades of teachers under all managements including Government be fixed at 60.

Mover :

Sri N. Subramaniam (Ramnad).

Secondar :

Sri M. N. Kini (Kozhikode).

5. This Conference is of the view that inasmuch as Government are committed to provide free compulsory basic education for all children before 1961, it is necessary that the existing policy in respect of primary education should be thoroughly examined with special reference to agency, finance, control and supervision.

Mover :

Sri M. Somasundaram (Madurai).

Secondar :

Sri K. S. Chengalrayan  
(Kaveripatnam).

6. This Conference expresses the view that in order to ensure continuity of policy and ordered progress in education, a Board of Education should be constituted with statutory powers for the planning and organisation of Education.

Mover :

Sri M. J. Sargunam (Coimbatore).

Secondar :

Sri S. Srinivasan (Cheyyar).

Supporter :

Sri G. Sundaram Iyer (Devakottai).

7. This Conference invites the attention of the public and the Government to the great demand for seats in our schools. It is also aware of the many difficulties in extending school accommodation. While reiterating its opinion as expressed in previous Conferences that to secure educational efficiency, the strength of a class or section should not exceed 30, it requests Government, even as a temporary measure, not to allow the admission of more than 40 pupils per section. It further urges upon Government to revise its policy in respect of grants to buildings so as to give adequate aid to institutions and also take necessary steps to secure the highest priority in respect of build-

ing materials like steel, cement, etc., to educational institutions.

Mover :

Sri S. S. Narayanaswamy  
(Devakottai).

Secondar :

Sri T. P. Srinivasavaradan  
(Madras).

8. This Conference urges that a Teacher's Council be constituted to lay down standards for recruitment to the teaching profession, to ensure the maintenance of professional standards amongst teachers and to examine all cases of professional misconduct.

Mover :

Sri G. Srinivasachari (Madras).

Secondar :

Sri C. Ranganatha Iyengar  
(Madras).

9. This Conference accepts the principles of the Charter of Rights and Responsibilities for Teachers drawn up by the All-India Federation of Educational Associations and directs the South India Teachers' Union to strive to secure by all peaceful and legitimate means all that is laid down in the Charter.

Mover :

Sri E. N. Subramaniam  
(Madanapalle).

Secondar :

Sri C. Ranganatha Iyengar  
(Madras).

(The Charter has been published in the January 1952 issue of the South Indian Teacher.)

## CONCLUDING SESSION.

In the absence of Dr. Shanmukham Chetty, the President of the Conference who was unable to be present owing to bad health Sri S. Natarajan, President of the S.I.T.U. presided over the concluding session of the Conference. Sri Natarajan referred to the inability of the President of the Conference to be present and thanked him and prayed he would soon be restored to health. He also thanked the Presidents of the Sectional Conferences. The Reports of these Conferences, pointed out Sri Natarajan, showed that teachers did not confine their attention to emoluments. In the University Education Section



there was an interesting discussion about 'The Alignment of Standards in Secondary and University Education.' In the 'Secondary Education Section' a wide field was covered especially in regard to English. The problem of discipline was thoroughly discussed. There was one vital factor concerning discipline. Discipline meant not mere obedience on account of fear but obedience due to understanding. The teacher-pupil relationship was a personal one unlike the influence of the community, political or social. By proper methods the teacher could touch the right chord in the minds of the pupils. Above all the teacher must have faith in the pupils. Touching the hearts of the boys in the sense that you rouse in them, ambition, and an urge that they should play a worthy role in our motherland was necessary.

In the section on Teacher-training there was a detailed study on the subject. Teaching was not mere instruction, but included education in the comprehensive sense. In other professions like Law and Medicine there was the system of apprenticeship. The teachers' profession required perhaps a longer period of apprenticeship. Towards this end the senior teachers might help juniors by giving them what might be called 'tips.'

It was often said that educational standards had deteriorated. If by deterioration, it was meant that the standard in English had gone down, this might to a certain extent be true. But it could not be denied that there had been improvements in other directions. He would ask teachers to examine this question of standards. They must educate the public as to what it was to be a teacher. Misconception about the lightness of the teachers' work must be removed. Education Weeks should be organised in such a way that the public could come to the school and properly appreciate the strain involved in teaching. They might invite the parents of pupils of one class to watch their work on one day, and the parents of pupils of another class the next day and so cover the whole school during the Education Week.

In tackling the problem of teachers, he said, what was needed by Government was courage. The S.I.T.U. had recommended revision of teachers' salaries which would entail an additional expenditure of only Rs. 1.5 crores. This could not be considered heavy and beyond the capacity of the State. They had now a Government which was noted for its courage. Rajaji did not hesitate to forego the excise revenue which was one-fourth of the total revenue of the province 15 years ago and to find new sources of revenue to replace the loss. He acted with vision and courage. The Government must in the same way realise the urgency of the problem of teachers' salaries. This was a land where the teachers were held in great respect and were paid 'Guru Kanikkai.' This was something inherent in every family. The people therefore would not hesitate to bear this extra burden of enhanced salaries for teachers.

Concluding Sri Natarajan expressed on behalf of teachers their sense of gratitude to the P. S. G. family for the service they had been rendering in the cause of education and the great care they had bestowed in the organisation of this Conference and in attending to the comforts of the delegates. He particularly thanked Mr. P. S. G. Venkataswami Naidu, the oldest living member of the P. S. G. family for the personal and parental interest he had taken.

Sri P. S. G. Venkataswami Naidu, in reply, thanked the delegates for attending the Conference in large numbers and for the kind thoughts they entertained about his family.

Mr. U. Kesava Rao, Vice-President, South Canara Dt. Teachers' Guild invited the next session of the Conference to South Kanara and the invitation was accepted.

Sri T. P. Srinivasavaradan, Secretary, S.I.T.U., thanked the Reception Committee for the arrangements made for the convenience of the delegates.

Sri S. Venkatraman, General Secretary of the Reception Committee proposed a vote of thanks and the Conference came to a close with the singing of the National Anthem.

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## BASIC EDUCATION SECTION

*President :* DR. MRS. SOUNDARAM RAMACHANDRAN.

*Convener :* MRS. SARASWATHI SRINIVASAN.

Sri T. P. Srinivasavaradan, Secretary of the S.I.T.U., proposed Dr. Mrs. Soundaram Ramachandran to the chair. In welcoming her he said that the Basic Education section was fortunate enough in having as its President a person who happens to be in charge of Basic Education at Gandhigram and who will guide the section with her practical experience.

Dr. Mrs. Soundaram Ramachandran initiating the discussion said that Basic Schools and Basic Training Schools are run at Gandhigram with a greater amount of success. She also added that Dr. Margaret visited these institutions and was of the opinion that Basic Education is a very good scheme and that every one should work together for the development and spreading of the scheme. The President concluded by an appeal for co-operation in this direction.

Mr. Srinivasan, Headmaster of the Basic Training School, Gandhigram stated that if the principles of Basic Education as conceived by Mahatma Gandhi are well understood, it can be put into practice with a greater amount of success. He explained that Basic Education is quite different from the present-day elementary education and children learn how to live in society through Basic Education.

The discussion did not end as the General Sessions had to be commenced. Hence further proceedings were adjourned for the next day. But as the President expressed her inability to be present the next day, Mrs. Saraswathy Srinivasan thanked the President for her presiding over the section.

Before adjourning the session Mrs. Srinivasan, the Convener, dealt

with the aspects of Basic Education in detail as enunciated by Gandhiji which is the education for life through life. She further added that the children learn the primary principles of hygiene, sanitation, etc. by activity and the knowledge thus gained by practical experience is always better than theory. She also stated that the Citizenship course and Social Studies introduced in the secondary school curriculum as per the reorganised scheme is very largely inspired by the pioneer work of the Basic Schools themselves.

The section reassembled the next day with Sri K. M. Ramaswamy, President, Coimbatore District Teachers' Guild, in the chair, in the absence of Dr. Mrs. Soundaram Ramachandran. He initiated the discussion calling for suggestions in the working out of the scheme and to give their practical experience and difficulties.

The Convener, Mrs. Saraswathy Srinivasan, said that the knowledge gained by the children of the Basic School is better than that gained in an elementary school but the Basic School children were found to commit more mistakes in the script. This aspect of the system requires improvement. She further added that from her experience she found that the system of Basic Education can very well be worked out in a residential school. She compared the system of Basic Education to the olden days system of Gurukulavasa where the pupils were taught to be self-supporting as well as the dignity of labour.

Mr. Perumal Pillai, former Headmaster of the Board Basic School, Coimbatore, explained his five years' experience, warned that hasty steps should not be taken into converting all Ele. Schools and Training Schools into

Basic Schools simultaneously, though the system is very good, that much progress has not been shown in the direction of improvement of the Basic system and that many parents, especially rich parents, are found to be unwilling for the change over from the present system to the Basic. He further added that the inspecting officials must be in a position to give proper guidance. To achieve this object the Deputy Inspector's range of supervision should be limited to a few schools. One other main difficulty with regard to the admission of basic school pupils into secondary schools was expressed by the speaker. He requested the Government to take effective steps to spread Basic Education throughout the State.

Mr. A. M. Kuppuswamy, Headmaster, P. S. G. Charities Basic School, Peelamedu, while dealing with the importance of continuation of the basic standards beyond the fifth grade, pointed out that explanatory literature and text books on Basic Education should be forthcoming as their necessity is keenly felt.

Mr. K. R. Subramanyam, Supervisor, Municipal Schools, Coimbatore, narrated that the standard of knowledge gained by a pupil of the Basic School was found to be not in any way lower than that gained by a pupil of Elementary School as was seen from the entrance test held in schools for admission into secondary schools.

Messrs. A. R. Subramanyam of Madura, Devaraja Aiyengar of M.C.T.M. High School, Madras, S. S. Avadhaniyar, Vaidyanathan of Madras, Subramanyam of Board School, Coimbatore and Sivaguruswamy of Udamalpet, all spoke on

the importance of Basic Education but expressed minor difficulties regarding correlation of subjects, admission of basic school pupils into the secondary school, and lack of text books on the system, but they all agreed on the point that basic education can have its aspired results only in a residential school better than in any other school.

Mr. Srinivasan of Gandhigram in answering the criticism and the difficulties raised in the course of the discussion stated that such difficulties that are experienced during the transition period can very well be surmounted by adaptation to environment keeping in view the basic principles of the system, that is, learning by doing.

The Convener in winding up the proceedings, expressed that Basic Education which is well suited to the rural areas must first be spread in villages and then with some modification can be spread in the urban areas. To minimise the difficulty regarding admission of pupils from non-basic to basic schools, all elementary schools should gradually be converted into basic schools. She spoke on the necessity of greater propaganda for the system and the formation of district committees, consisting of officials and non-officials for the spreading of basic education. She concluded with a request to the Government to depute even teachers from aided institutions who are willing to undergo training to the Basic Training Schools at Wardha and other places and give them the same privileges and concessions as are given to the teachers of the government institutions.

With a vote of thanks proposed by the Convener, the discussions terminated.

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# SECONDARY AND TECHNICAL EDUCATION SECTION

President : SRI A. M. KANNIAPPA MUDALIAR.

Convener : SRI C. PADMANABHA MUDALIAR.

Sri S. Natarajan, President of the S.I.T.U., proposed Sri A. M. Kannappa Mudaliar to the chair to conduct the proceedings of this section. The President introduced the agenda to the general gathering.

## BASIC ENGLISH

Mr. M. J. Sargunam, Headmaster, Union High School, Coimbatore, initiating the discussion on Basic English said that Basic English being a complete and scientific system mainly devised for the use of non-English people, will be more suitable for our children than standard English. He cited instances to show that boys trained in Basic English did better than those who were trained in standard English.

Mr. R. Srinivasa Iyengar, Retired Headmaster, Sarvajana High School, Peelamedu, in pointing out the limitations of Basic English was of opinion that the highly technical process of Basic English could not be mastered by teachers of average ability and suggested that other methods of teaching English effectively with more periods allotted for the subject be considered.

## ERGONIC RESEARCHES IN THE TEACHING OF ENGLISH

Mr. P. T. Ramaswamy Mudaliar, Assistant, Chintadripet High School, Madras, read a lengthy paper on the researches he made in teaching English. The aim of the speaker was that in addition to the teaching of words pupils must be trained in conscious imitation of conventional speech form. He recommended a close study of the sentence patterns evolved by him after a strenuous research of over a decade.

## DRAFT SYLLABUS IN ENGLISH

Mr. S. Natarajan, President of the S.I.T.U., mentioned the special features

of the draft syllabus and said that the 2,000 word vocabulary suggested by the framers would serve as the minimum equipment for higher studies and for the appreciation of literature. He, however, suggested that the sequence of sentence patterns needs modification.

Mr. M. J. Sargunam once again pleaded for the introduction of Basic English as in his opinion the draft syllabus was the result of a selective process of words and sentence patterns indiscriminately chosen.

## SCHOOL DISCIPLINE

(a) *Organisation*: Mr. U. Srinivasa Kini, Canara High School, Mangalore, spoke at length that discipline among pupils could be maintained through proper organisation of useful activities, conducive to the mental discipline. He was of opinion that this was not possible of achievement without complete freedom to the headmaster and the assistants to organise the activities on right lines.

Sri K. S. Ramaswami Sastriar endorsing the views expressed by the previous speaker said that rules and regulations must be so framed as to give freedom to educate children.

(b) *Teacher*: Mr. R. Srinivasa Iyengar said that the modern teacher had to play the role of an elder brother to the pupils and that discipline centred round the problem of "the right child in the right school at the right age". He deprecated the present-day tendency both within and without the school to spoil the healthy atmosphere congenial to good discipline.

(c) *Community*: Mr. S. Maria Joseph, Madras, said that indiscipline in schools was in a way due to the influence of the community including



parents. He suggested that progress cards with details about the pupil's behaviour and frequent parental contact and group discussions would go a great way in reacting against the influence of the community on school discipline.

The President in his concluding speech pointed out that Basic English was mainly introduced as an international language for adult foreigners and expressed his doubt whether it would suit the children of Indian schools. Hinting that much depended on the attitude of the Government towards English, he suggested that a small committee under the auspices of the S.I.T.U. be appointed to examine the study of the teaching of English in the light of these discussions.

Referring to the ergonomic researches in the teaching of English he said in the context of the draft syllabus and the tendency to eschew formal grammar whether an undue emphasis on the value of grammar and sentence patterns of conventional forms would in any way be helpful to the teaching of English. He however thought that a deeper study

of the method suggested by Mr. P. T. Ramaswamy Mudaliar be made by a committee of language specialists.

Touching upon the draft syllabus he said that the set up was fair but insisted that the revised syllabus should be introduced stage by stage, starting from Form I in 1953-54 and that the mode of testing the pupils now on the content of both the detailed and the non-detailed texts in both the papers is not rational.

Speaking on discipline he said that sound organisation in schools, properly and efficiently planned activities, with proper control and supervision would ensure discipline among pupils. With reference to teachers he suggested that a code of professional ethics should be drawn up and followed to raise their status and win the respect of others.

He said that the school which is considered to be a centre of culture should spread its culture around without allowing itself to be influenced by the community.

The session concluded with a vote of thanks proposed by the Convener.

## THE SOUTH INDIA TEACHERS' UNION

### Diary for the month of May & June 1952

#### May

1. Balar Kalvi—March 1952—published.
3. The South Indian Teacher—March 1952—published.
4. The President of the Union presided over the Silver Jubilee of the Municipal High School, Ongole, Guntur Dt.
9. Tea—to meet Dr. R. K. Shanmukham Chettiar and Teacher—M. L. C.'s.
14. Working Committee Meeting.  
Executive Board Meeting.  
The 42nd Madras State Educational Conference—Exhibition opened.
15. The Conference—First Day Sessions.  
The South Indian Teacher—April 1952—published.
16. The Conference—Second Day Sessions.  
The Annual General Body Meeting of the S. I. T. Union.
17. The Conference—Third Day Sessions.
19. Balar Kalvi—April 1952—published.

#### June

6. Conference Resolutions communicated to the Department.
8. President presided over the Tiruchengode Taluk Teachers' Conference at Thannirpandalpalayam.
10. Farewell Garden Party to Mr. D. S. Reddy.
22. Conference Resolutions forwarded to the Education Minister.

# UNIVERSITY EDUCATION SECTION

*Chairman :* Sri M. K. SHANMUGAM, M.A., L.T.

*Convener :* Sri M. SREERAMULU, M.A., L.T.

On the motion of Sri S. Natarajan, B.A., L.T., President of the S.I.T.U. which was seconded by Prof. E. N. Subramaniam, M.A., B.L., Prof. M. K. Shanmugam, M.A., L.T., Principal, Sir Theagaraya College, Madras, took the chair. Sri M. Sreeramulu, Convener, welcomed the gathering. Messrs. T. S. Thirumurthy and K. S. Ramaswamy Sastri graced the occasion with their presence.

In the course of his introductory remarks the Chairman stressed the need for close co-ordination between the S.I.T.U. and Association of University Teachers, so that teachers of all grades might form a fraternity and speak with one voice on the problems concerning education. He pleaded for a square deal for University Education. He also made references to the unbridgeable chasm between the School and College standards as they are to-day, the need for a Charter of Rights and Duties and liberal grants by Government for University Education.

The subjects put down on the agenda were then taken up for discussion. Sri T. Dhanakoty, M.A., L.T., Lecturer in History, Sir Theagaraya College, read a paper on "Alignment of University and School Standards." His main arguments were that a study of the Regional language, Hindi and English should be made compulsory in the school stage and the College stage right up to the Degree classes, that English should remain the medium of instruction at the College stage till such time as the Regional language is in a position to be the medium of instruction and that a higher standard of marks should be fixed for admission to University courses of study. He further suggested that as the attainments of the Honours men in languages are not very satisfactory, the honours courses be abolished and that students should qualify themselves for a pass degree after offering languages

and their special subjects and that aspirants for higher knowledge might start specialisation at the post-graduate stage. Finally he pleaded for a right emphasis being placed upon a study of humanities particularly Philosophy and also advocated a study of the classical language Sanskrit for its cultural value.

Sri K. S. Ramaswamy Sastriar agreed with the conclusions of the initiator and stressed the importance of the Regional language as the medium of instruction and of preserving the unity of our country by fostering a study of Hindi. He also expressed a desire to see pride of place being given to works in our own languages. Sri M. Vivekananda while defending the objective tests used at the high school stage, was of the opinion that the standard of education at the college level must be stepped up. Prof. E. N. Subramanian suggested that during the transition period a distinction might be made between the medium of instruction and the medium of examination. This suggestion, however, did not commend itself to the acceptance of the house. Sri Avadaniyar also took part in the discussion and said in his own characteristic style that Sanskrit must be made compulsory at all stages of education.

Sri R. Srinivasa Iyengar said in a paper contributed to the discussion that students who have been admitted into the Mathematics Group in the Intermediate find it difficult to cope with the theory of Mathematics because they had no grounding in the High School course. He pointed out that in the paper on Composite Mathematics, it was possible for a student to pass without attempting even a single question on Geometry.

He also pointed out that B.Sc.'s of the Madras University are admitted into the English section of the B.T. course though the D.P.'s. Circular says that

B.A.'s should be given preference in the matter of admission to this course.

Winding up the discussion on the paper the Chairman made a very clear distinction between Regional language and Mother-tongue. If the mother-tongue of a student happens to be the Regional language well and good; but if they are different the Regional language must become the mother-tongue of the student, using the term mother-tongue to mean a language in which he is able to comprehend and express himself best. To his mind to make one language the medium of instruction and another the medium for examination is to make confusion worse confounded. Further he said that the problem of medium of instruction must be faced boldly. Before any Regional language could be adopted as the medium of instruction in colleges, competent teachers of the respective subjects should prepare suitable text-books therein and not merely translate standard works in other languages. Intensification of English in the Academic course of the High School, extension of the Intermediate course by one year and the levelling up of standards were the other steps to be taken during the period of transition.

Sri M. Sreeramulu, the Convener, then read a paper on "Charter of Rights and Responsibilities for Teachers." He traced the evolution of the status of teachers in India and elsewhere from ancient times to the present day. After many trials and tribulations the teacher is coming into his own and what his new status is should be well-reflected in a Charter of Rights. The justification of a Charter is that the Teacher's place in society must be recognised as it is done in regard to other members of the noble professions. In short a Charter is a mirror which reflects the personality of the teacher. Giving details of such a charter he dwelt on the Charter adopted at the XXVI All-India Educational Conference making a deletion here and an addition there. Man is a social being and if he exercises rights, he must perform duties as well. And so the speaker dealt with the responsibilities of the teacher to the

society which recognises his rights. Any Charter, or for the matter of that, any law must have sanction behind it; or to use the popular language the means of enforcement. He posed the question "What should be the attitude of the teacher if his rights are infringed?" His answer was that his remedies do not lie in a resort to strikes or such other unconstitutional procedure. On the other hand he should compel recognition of his rights not only by peaceful and legitimate methods of discussion and representation but also by his disciplined and dedicated service. As there was substantial agreement on the points contained in the paper there was no discussion on it.

The Chairman, however, urged the inclusion of a few more items in the Charter: such as the cost of training of the teacher at the expense of the institution which deutes him, equal contribution to the Provident Fund being made by the teacher, the employer and the Government and the calculation of interest on the amount accumulating at better rates. He also suggested to the general conference that before it adopted the Charter of Rights it should circulate it and elicit public opinion thereon.

Sri E. N. Subramaniam, M.A., B.L., Professor of History, Besant Theosophical College, Madanapalle, next spoke on "Grants for University Education." Higher education is essentially the concern of the Government and therefore if private bodies come forward to start Colleges, Government should adopt a liberal policy of grant so as to encourage private effort in this direction. He deplored that that was not the case at present. Of late, however, he said he was happy to note a change in the angle of vision. He urged the early appointment of a Grants Commission to go into the question thoroughly and evolve a satisfactory grant-in-aid code for colleges. A second method of financing University Education would be to encourage private benefactors to come forward with liberal contributions in the cause of Higher Education by liberalising rules of income-tax. Another useful suggestion made by him was the

diversion of the surplus funds of Mutts and Temples for the promotion of higher education. He quoted the enlightened action on the part of the Thirupathi-Thirumalai Devasthanam and the Guruvayur Devasthanam.

The Chairman warmly commended the suggestion made by Prof. Subramaniam.

The following recommendations are made by the University Section to the Executive of the S.I.T.U. so that they may be brought to the notice of the educational authorities, Government as well as University, for their active consideration and necessary action :—

- (1) That liaison may be established as early as possible between the Association of University Teachers and the S.I.T.U.

- (2) That alignment of standards of instruction in the various subjects in the High School and the College be established and that a Committee consisting of University and School teachers be established for the purpose under suitable auspices.

- (3) That a Charter of Rights and Responsibilities of Teachers as framed and adopted by the S.I.T.U. be submitted to Government for approval and ratification.

With a vote of thanks to the Chairman and the speakers proposed by the Convener, the Sectional Conference came to a close.

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# EDUCATIONAL ORGANISATION AND TEACHER EDUCATION SECTION

15TH MAY, 1952

**Chairman :** Sri K. V. NARAYANASWAMY IYER, B.A., B.L.

**Convener :** Sri K. NARAYANAN, M.A., M.Ed.

The Sectional Conference was held on Thursday the 15th May, in the Sarvajana High School Hall, Peelamedu.

The President of the S.I.T.U. Sri S. Natarajan, introduced the President of the Sectional Conference, Sri K. V. Narayanaswami Iyer, B.A., B.L., Correspondent, Suburban High School, Coimbatore, and requested him to occupy the Chair and conduct the proceedings.

The President in his brilliant opening address made a masterly analysis of the problems of school organisation and Teachers Training. He referred to the problem of educational finance, and said that the State should find the funds to educate the masses. He regretted that the present educational rules imposed crushing financial burdens on the Managements. Secondary schools were allowed grant-in-aid equal to two-thirds of the expenditure approved by the Government, after setting off the income from tuition fees collected by the school. But in assessing the grant, the Education Department disallowed various items of expenditure that the Management of a progressive high school would incur for its efficient working. He appealed to the Government to consider the further liberalising of grants to educational institutions.

Regarding the problem of the shortage of teachers, he suggested that attractive emoluments would attract more to the profession.

He referred to the present system of training the teacher in one academic year, and said that would not do. He suggested that every teacher should undergo a three-year course one year before joining the Training College, one year in the Training College, and one year of probation after training.

**Discussions—**

## A. TEACHER EDUCATION

### (1) SELECTION AND TRAINING OF TEACHERS :

Prof. D. T. Chiranjeevi, Meston Training College, Madras, in his paper observed that "to take up teaching is by no means the same thing as to become a teacher". In order to secure the right type of teachers, selections must of course be made amongst those who would like to become teachers. Principals of Training Colleges should seek the assistance of the Principals of the Arts Colleges in selecting teachers.

He explained in detail the new B.T. scheme with its great emphasis on practical activities.

He thought that 'teacher education was a better and proper substitute for 'teacher-training' as the former emphasised the fact that the 'teacher is ever a student.'

He was of the view that a teacher's work in practical examination should be assessed by equal number of internal and external examiners, and that a teacher need not be examined in the items other than teaching practice as these were meant just to introduce the teacher to their usefulness.

Rev. D. Thambuswami, Principal, Kellett High School, Madras, noticed a clear deterioration in the quality of teachers of to-day. He said that every one should have put in teaching experience before entering the Training College.

He welcomed the three-week intensive teaching practice course under the new B.T. scheme. More time should be



given to the lecturers to attend to this work. They should be given more opportunities to supervise the work of the apprentices and guide the supervising teachers. He referred to the triangular arrangement and said that the relationship between the lecturer, the trainee, and the supervising teacher, must be healthy. They must co-operate with one another to make the training useful and effective. Finally he suggested that some kind of remuneration should be given to the supervising teacher, and that more time and more considerations were necessary in assessing the work of the Trainees by the University Examiners.

#### (2) INSERVICE EDUCATION OF TEACHERS:

*Prof. S. Sivaraman*, Training College, Periyanaickenpalayam, initiated the discussion. He said that in view of the changing objectives of education to the World in general and in India in particular, there was a vital necessity for the Inservice Education of Teachers. The objectives of inservice education of teachers should be to refresh the memory, to make good the deficiencies of pre-service education, to promote healthy experiments, and to acquaint the teachers with new experiments and trends in education.

He stressed the importance of Round Table Conference and camps, visits to educational institutions conducting experiments, university extension lectures, and refresher courses, as some of the ways and means of inservice education of teachers. Refresher courses should be given a practical turn. Every management should come forward with the necessary monetary help to the teachers who should not be taxed at all.

*Sri K. N. Pasupathi Iyer*, Headmaster, Municipal High School, Kurnool, stressed the vital need for organising refresher courses for teachers of Regional languages and English in view of their importance in the new set-up.

*Dr. H. S. Lawrence*, Lecturer in Education, Government Training College, Kozhikode, in his paper on 'Inservice Teacher Education' emphasised the importance of the need for teacher-growth

in service. New schemes of education which called for the infusion of a new spirit and a new approach indicated the urgent necessity of several inservice education programmes for teachers. Teachers must be helped in all sorts of ways to keep up pace with educational progress. Refresher courses would help teachers to become acquainted with educational advancement in theory and practice. They must be organised regularly. Incentives must be provided for teachers so that the latter might take advantage of refresher courses. Incentives must be in forms directly beneficial to the teachers.

Training Colleges, the Department, the University and professional organisations, must co-operate with one another and organise refresher courses during the holidays.

Refresher courses should not be mere lecture programmes. They must enlist the full participation of the teachers and deal with their felt needs.

*Sri R. Srinivasa Iyengar*, Retired Headmaster, Coimbatore, in his paper on 'Inservice Education of Teachers' suggested that refresher training courses should be prescribed as compulsory for teachers of all grades, once in every ten years. The expenditure should be borne by the State.

#### (3) SHORTAGE OF TEACHERS :

Initiating the discussion, *Sri R. Srinivasa Iyengar*, Retd. Headmaster, Coimbatore, welcomed the introduction of 'Teaching' in the diversified courses of studies, and suggested that it might be considered obligatory on the part of every secondary school, with more than one section in V and VI Forms, to introduce the subject of 'Teaching' in the school, and that the State should sanction full grant to the schools towards the full salaries of teachers.

He recommended *Rajaji's* practical solution of the problem of shortage of teachers that every one leaving the Secondary School and the College should have a fairly good knowledge of the principles of teaching and that every one should serve in the army of teachers for a certain number of years.

**Sri V. S. Venkatanarayana**, Headmaster, Municipal High School, Tirupathi, in his paper pointed out that the acute shortage of teachers at present was largely due to the niggardly treatment of teachers. Government should concentrate on no subject excepting this one, namely, the bettering of the emoluments and the status of the teachers from the Elementary School to the University. House rent allowance should be given. Children of teachers should have free education in all stages of education. Conditions of service should be improved and stabilised.

## B. EDUCATIONAL ORGANISATION

### (1) EDUCATIONAL FINANCE :

**Sri M. J. Sargunam**, M.A., L.T., Principal, Union High School, Coimbatore, initiating the discussion said that there should be a revolutionary attitude on the part of the Government and the people towards the value and importance of education. It was not finance but vision that was needed.

It was for society to stop ticketless travelling, income-tax evasions, smuggling, and illicit traffic, and the revenue from those alone would go far towards financing national education.

Elementary education should be free. The State should finance it. Since Government and Local Board institutions cost so heavily, the Government must hand over all the institutions to private managements after making suitable arrangements for their continuance and efficiency. Teachers should be paid more. Secondary education should be financed both by the parent and the Government. The deficit, if any, should be met by the Government. Higher education should be financed by voluntary agencies, fee income, and State aid.

**Sri C. Ranganatha Iyengar**, Journal Secretary, S.I. Teacher, Madras, suggested that the Government must take courage to float a big educational loan, if necessary. He felt that it would be unjust to saddle the Government with the entire cost of education. The parent should also have a share.

### (2) ACADEMIC FREEDOM :

**Sri N. S. Krishnamurthi Iyer**, Headmaster, Visalakshi High School, A. Thekkur, Ramnad, in his paper pointed out that the Headmaster, as the pivot of the school, must be responsible for the internal administration of the school. There should be no outside interference in the work of the Headmaster. He should have complete freedom, in the matter of admissions, promotions, distribution of work and in organising activities connected with citizenship training, social studies, and craft education.

**Sri S. Srinivasan**, Board High School, Timmiri, North Arcot District, said that freedom meant the freedom of the individual to equip himself for his share of responsibility for the total welfare of the State. Every school should be a nursery of democracy. He deplored that codes, rules and regulations, had robbed the schools of their initiative and responsibility.

### (3) DEMOCRACY IN ADMINISTRATION :

**Sri V. Anthoniswami**, Headmaster, Municipal High School, Karaikudi, emphasised that the school should function as a co-operative society. The Staff Council should be given definite powers in matters like discipline and promotions. An Executive Committee of the Staff consisting of senior teachers to act as supervisors of different departments, should be constituted. Community projects and the House system should be encouraged. Part II of the Citizenship Training course should be vitalised to make the pupils worthy citizens of tomorrow.

**Sri R. Srinivasa Iyengar**, Retd. Headmaster, Coimbatore, in his paper pointed out that educational institutions should be training grounds in democracy for the citizens of the future. There was abundant scope for inculcating democratic behaviour and action in the working of the citizenship training scheme and the extra curricular activities.

The Staff Council should guide the Headmaster in the internal administration of the school. Trained teachers of

not less than three years of service should form the electorate to elect the members of the Council.

Teachers' representation on the Managing Body was not to be coveted. There would be the risk that teachers' representatives might compromise the interest of teachers. The Management should function as a democratic body. District Educational Councils should not have been abolished. For elementary and secondary schools as well, bodies should be created to discharge the function of sanctioning grants on an equitable basis.

Sri M. Raja Iyer, Secretary, District Headmasters' Association, Ramnad, in his paper stressed the vital need for democracy in the administration by quoting Macaulay: "There is only one cure for the evils which newly-acquired freedom produced, and that cure is freedom."

The administration of the school should not vest in a single individual but in a Managing Committee in which the teaching staff should be represented. In the Staff Council there should be free discussion on all matters affecting the school. Pupils should be given positions of responsibility and guided properly. Pupil responsibility should be kept within the limits, and the Headmaster should be the final authority.

After the President's concluding address, the Convener of the section, Sri K. Narayanan, Dr. Alagappa Chettiar Training College, Karaikudi, proposed a hearty vote of thanks to the President for having so ably conducted the proceedings of the Sectional Conference, to the distinguished speakers for their very valuable contributions to the discussion of problems of Organisation and Teacher Education, and to the delegates for having been kind enough to be present at the Conference.

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## FROM OUR ASSOCIATIONS

### THIRUNELVELI.

The Annual Educational Conference of the Thirunelveli District Teachers' Guild was held at the M. D. T. Hindu College, Thirunelveli on 3rd May, 1952, under the auspices of the local Teachers' Associations. The conference was attended by nearly 200 delegates representing about 75 affiliated associations.

The President of the Guild Sri K. R. Chandrasekaran offered felicitations to Sri E. H. Parameswaran on his election to the Madras Legislative Council from the Teachers' Constituency and requested him to win for the teaching public 'the Teachers' Charter' on the forum of the Legislature. Sri E. H. Parameswaran, in his reply, thanked the teachers for the confidence reposed in him and promised to do his best to ameliorate the conditions of teachers and make use of his own experience in evolving a suitable system of education. He deprecated the undue official interference and pressure in the last elections and expressed his wish that Elementary School teachers also should be included in the voters' list for the Teachers' constituency.

The following office-bearers were elected for the year 1952-53 :—

**President.**—Sri Vedasiromoni, M.A., B.L., Principal, St. John's College, Palayamkottai.

**Secretary.**—Sri N. Krishna Aiyar, St. Xavier's College School, Palayamkottai.

**S.I.T.U. Representatives.**—

(1) Sri P. Swarnapandian, B.A., L.T., Caldwell High School, Tuticorin.

(2) Sri M. Subramaniam, Headmaster, Municipal Ele. School, Tuticorin.

### RESOLUTIONS

The following resolutions among others were placed before the conference by the Executive Committee and were unanimously adopted :—

1. This Conference offers its hearty felicitations to the four M.L.C's. elected by the South Madras Teachers' Constituency and feels quite confident that they will do their utmost for the betterment of the condition of teachers.
2. This Conference urges the Government to give effect to the recommendations of the Central Pay Commission in regard to the Teachers' Scales of Salaries, Provident Fund, Dearness Allowance and other benefits to teachers under all agencies.
3. This Conference requests the Government to grant Railway concession to delegates attending State Educational Conferences in the same manner as it is granted for All-India Conferences.
4. This Conference requests the Government to give immediate effect to the revision of the scales of salary of Secondary Grade Teachers on the lines suggested by the S.I.T.U. pending with the Ministry of Education, Government of Madras.
5. This Conference requests the Government of India to amend suitably the Representation of the People's Act of 1950 so that teachers serving in Elementary Schools may be enrolled as voters for the Teachers' Constituency.
6. This Conference requests the Government to permit the working of Taluk Teachers' Unions in addition to the District Unions to be newly formed.

### THIRUCHY.

A meeting of the Trichy District Teachers' Guild was held on 22-26-'52, in the Guild House with Sri M. P. H. Albert, President in the chair. Dr. R.

Sambasivam, M.B.S.S., gave a talk on School Hygiene and stressed the desirability of changing school hours to suit our conditions. Teachers should have training in First Aid. Medical Inspection in schools, longer intervals at mid-day, reorientation in dress to suit Indian climatic conditions were some of the other points he made in his talk.

The following resolutions were passed :—

1. This Guild places on record its deep sense of sorrow at the untimely demise of Sri N. Vridhagiri Iyer (Asst. E. R. High School) an active member of this Guild and authorises the Secretary to convey the condolences of the Guild to the members of the bereaved family.
2. This Guild expresses its sincere thanks to the Hon. the Chief Minister for conceding (in granting the fee concessions to children of teachers) the principle that Teachers in Aided Secondary Schools stand on a par with Teachers in Government institutions and that the question of agency should not stand in the way of Government taking full and direct responsibility in relief measures in respect of teachers.
3. This Guild however reiterates its plea that the full fee concessions to children of teachers should extend to the entire Secondary School course and to Collegiate course.  
This Guild requests the Government that, till such time as all children of teachers are given full fee remission, these children in the higher forms may be permitted to enjoy other fee concessions such as those under R. 32 Grant-in-aid Code, provided of course that the total fee concessions allowed to a pupil does not exceed the total regular school fees.
4. This Guild wishes to draw the attention of the Board of

Secondary Education to the fact that the majority of the pupils, who will appear for the S.S.L.C. P. Examination of 1954 will have had only a five years' course in English and requests the Board to take this into consideration while prescribing selections in English for them in May 1953.

5. This Guild resolves to set up a Committee consisting of the Secretaries, Sri G. Krishnamurthi and Sri D. Rangaswami Iyer, Headmaster, Kulitalai to Draft a Memorandum (in a fortnight) to be submitted to Hon. Minister for Education before the end of July 1952, on all the grievances of Teachers and the omissions of provision in the Budget in respect of the same.
6. This Guild authorises the Secretary to form a registry of teachers by gathering the following particulars in respect of all teachers in the district: (1) Name of the institution, (2) Name of each teacher, (3) Qualifications, (4) Total service, (5) Present salary excluding D.A., (6) Details of break in service, (7) Reasons for item 6, (8) Name of the institution which terminated the service, (9) No. of children (own) the teacher is educating in High School and College classes in separate columns, (10) Actual monthly fees paid on behalf of the children taking into consideration the new concessions awarded, (11) the probable amount that the teacher would be getting from his Provident Fund account on retirement.
7. This Guild resolves to set up a Committee of thirty-five teachers, Heads of Training Schools, Sri Sundararajalu, Sri M. Venkatarama Iyer, Sri V. Ramudu Iyer and Sri G. Krishnamurthi to draw up a scheme with reference to Elementary

## THE SOUTH INDIAN TEACHER

education and place the same for discussion at the Guild meeting in August 1952.

This Guild resolves to have a conference on the occasion of the Annual Meeting at Pudukkottai if invited (in August 1952).

9. The Guild appeals to all Managements of Schools to introduce Medical Inspection of pupils in their schools on a sound basis, making provision for thorough follow-up.

### THIRUVANAİKOL.

The Board Middle School Teachers' Association met under the Presidentship of Sri G. Krishnamurthy, M.L.C. on 4-6-1952.

The President spoke highly of the sympathetic attitude of the Honourable the Chief Minister, to the teachers and thanked him for his generosity in the right direction. He expressed his joy that though their demand for *free education of teachers' children* was before the Government for the last seventeen years, it was given to the Honourable, the Chief Minister, Rajaji to concede this demand and lead the other States in this respect. He hoped that the concession would in due course be extended in full to the Higher Forms and College classes.

*Resolution passed at the meeting :-*

This Association feels highly thankful to the Honourable the Chief Minister of the Government of Madras for having, in granting free education concessions, conceded the principle that teachers irrespective of the agencies they may be serving under, are servants of the Nation and are entitled to the equality of treatment.

### CHITTOOR.

The Citizenship Training Course was held at Kalahasti, Chittoor District from 5th May 1952 to 14th May 1952, under

the auspices of the Chittoor District Secondary Schools Teachers' Guild for the benefit of teachers of secondary schools, satisfying all the conditions specified in G.O. Mis. No. 1164 Edn, dated 11-4-1950. All the boarding and lodging arrangements were satisfactorily made in the Board Middle School premises, by the Guild to the entire satisfaction of the Departmental Officer concerned.

53 Trainees (including 7 ladies) underwent the course.

On 5-5-1952 at 6-30 a.m. Sri S. Narasimhulu Naidu, B.A., L.T., the District Educational Officer, Chittoor opened the camp with a short speech. There was the formal inauguration the same evening by Dr. V. Venkatachalam, M.B.B.S., when Sri Jayarama Rao R. Phawar presided. The District Educational Officer spoke on the occasion. With a vote of thanks proposed by Sri D. Purushotham, Secretary of the Guild, the meeting came to a close.

### ELURU

The 13th Annual Conference of Andhra Teachers' Federation, was held in Municipal High School, Eluru on the 25th and 26th May, 1952 under the Presidentship of Sri D. S.\* Subramanyam, Principal, Sir C. R. Reddi College, Eluru.

The Conference started with Flag Hoisting by Sri S. Brahmiah, Chairman, Eluru Municipality.

The Minister inaugurated the Conference in an extempore speech surveying the various educational problems.

The President then delivered his Presidential Address, which was based on practical experience.

Sri V. V. Sarma then declared open the Educational Exhibition.

The Office-bearers were elected for the year 1952-53.

Resolutions to adopt the Teachers' Charter for India, to grant Central Pay Commission Scales to Teachers, to appoint an Independent Tribunal, to allow teachers to work till 60 years of age, etc. were passed.



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### VISUAL AIDS IN FUNDAMENTAL EDUCATION. (Unesco, Paris. 500 frs.)

The picture has been, since the dawn of time, an unusually effective means of communicating ideas not only to children but to human beings generally. It is natural therefore that educators who have been concerned in recent years with teaching the bases of better living, especially to peoples lacking full opportunities for learning, should have experimented with the use of films, film-strips and other visual aids.

It is to offer firsthand accounts, by workers in the field, of various efforts that have been made to use such aids in fundamental education in sixteen different areas covering all of the world's continents that Unesco has published a 168-page book entitled "Visual Aids in Fundamental Education: Some Personal Experiences." It is part of Unesco's series of studies on "Press, Film and Radio in the World Today," whose aim is to provide practical information and advice on problems in the field of mass communications, and thus to spread knowledge of the highest standards that are being attained and the new techniques that are being evolved.

The present study is the first attempt to bring together some of the material obtained in a wide and varied range of experiments in applying visual aids to lifting the material and moral standards of living through fundamental education. In direct, human and usually untechnical language, actual field workers describe what they have tried to do, what they have succeeded in doing and what they have learned.

The area covered is vast: Egypt, Morocco, the Belgian Congo, the Cameroons, the Gold Coast, West, Central and East Africa, China, India and Malaya, Papua and New Guinea, Italy, Venezuela, the West Indies and parts of the southern region of the United States. "The result of reading the articles is not to establish a fixed pattern arising from the experiments; but to give an impression of a lively complexity, as of a forest, with many plants all pushing upward toward the light, all sharing common qualities, but displaying nevertheless great variety of shape and growth," it is stated.

To prepare the articles, Unesco called upon specialists throughout the world who have tackled such problems as the production and use of visual aids, especially in under-developed areas where a large proportion of the population is illiterate and where films and film-strips can help community life, improve conditions of health and hygiene, develop agriculture, crafts, industry and a better understanding of what is happening elsewhere in the world.

The approach in all cases is both personal and as objective as possible, and an introductory analysis of the results of all the varied experiments brings out the main points, problems, and controversies, providing a guide to what amounts to a "discussion on paper."

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PLANTS AND ANIMALS: by Mary Nowrath and G. A. Lawnerys. (Oxford University Press. Price: Rs. 2-4-0.)

This is Book IV of the series and is termed 'Visual Science'. Illustrations

and descriptions side by side enable the reader to understand the subject which will be of great interest to agricultural students and those interested in gardening and elements of Botany.

**SANE ARITHMETIC FOR SCHOOLS, BOOKS I to IV :** by Charles Waller. (Oxford University Press. Prices : Re. 1-7-0 ; Re. 1-7-0 ; Re. 1-7-0 and Re. 1-10-0 respectively.)

An interestingly got up set of Arithmetic books based on everyday experience and very practical. May be used in elementary and middle schools by teachers who look for such exercises. These books have been recommended as reference books in the syllabus in mathematics for the reorganised secondary school courses of Madras schools.

**METHODS AND LESSONS :** by Gondhalekar and Deshpande. (Dastane Bros., Ltd., Raviwarpet, Poona. Price : Rs. 2-8-0.)

Obviously intended for teachers under training.\* The book serves as a guide book.

**DELHI-CHUNKING :** by K. P. S. Menon. (Oxford University Press. Price : Rs. 3.)

With a foreword by Jawaharlal Nehru the book is an abridgement of the account of travels undertaken by K. P. S. Menon in his political capacity between India and China and provides the reader with some interesting facts.

List of Publications thankfully received.

1. Bala Sahithi—the Journal of the Municipal High School, Tirupathi—English and Telugu with illustrations—1951-52.

2. Fundamental Education—Quarterly Journal of UNESCO—Vol. IV, No. 1, April, 1952.

3. Commonwealth—Today—No. 11.  
C.R.

### A CORRECTION

In the January 1952 issue of this Journal on page 32, under Book-Shelf, for "The Story of the Commonwealth of Nations : (Cambridge University Press)," please read "The Story of the Commonwealth of Nations : (The Central Office of Information, London)."

—Editor.

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MASULIPATAM (S. India)

# THE SOUTH INDIA TEACHERS' UNION

## WORKING COMMITTEE

A meeting of the Working Committee of the South India Teachers' Union was held at 3 p.m. on Wednesday the 14th May, 1952 in the Sarvajana High School, Peelamedu, Coimbatore, with Sri S. Natarajan, President of the Union, in the chair.

### *Members present :—*

Messrs. C. Ranganatha Aiyengar, S. Swaminathan, V. B. Murthi, S. S. Narayanaswamy, J. G. Clement, C. A. Samuel, H. Krishnamurthi and T. P. Srinivasavaradan.

1. Minutes of the last meeting were read and approved.

2. Printed copies of the Annual Report and the Financial Statements were distributed to the members.

3. The President made a statement on the audited statements of accounts.

4. Mr. V. B. Murthi proposed that the report and the statements of accounts be approved. Put to vote, it was carried.

5. The Secretary pointed out that a number of Associations had sent their delegation fee subsequent to the 15th of April, 1952 and asked the Committee whether they may be included in the list of registered delegates. It was resolved to include in the list all delegates received up-to-date.

T. P. SRINIVASAVARADAN,  
1st June, 1952, Secretary.

## EXECUTIVE BOARD

A meeting of the Executive Board of the South India Teachers' Union was held at 3-30 p.m. on Wednesday, the 14th May, 1952 in the Sarvajana High School, Peelamedu, Coimbatore, with Sri S. Natarajan, President of the Union, in the chair.

### *Members present :—*

Messrs. R. Vaidyanathan (Madras), L. Mariapragasam (Madras), A. S. Narayanan (Malabar), V. B. Murthi (Madras), C. Ranganatha Iyengar (Journal Secretary), S. Swaminathan (Treasurer), C. A. Samuel (North Arcot), J. G. Clement (Tiruchirapalli), S. S. Narayanaswamy (Ramanathapuram), Y. Srinivasan (Coimbatore), K. Narayanan (Ramanathapuram), H. Krishnamurthy (Kurnool), K. Karunakaran (Malabar), G. V. Ramana Rao (North Arcot), N. Nanjappa (Salem), R. Mahadevan (Tanjore), E. N. Subramanyam (Vice-President), T. P. Srinivasavaradan (Secretary).

1. Minutes of the last meeting were read and approved.

2. The President made a statement regarding the Tea Party given to the Teacher-M.L.C.s.

3. Printed copies of the Annual Report and the Financial Statements were distributed to the members. After some discussion the Report was passed.

4. Then the rules for the institution of a Benevolent Fund for the members of the S.I.T.U. were read out to the members. The rules were approved to be placed before the General Body.

T. P. SRINIVASAVARADAN,  
1st June, 1952, Secretary.

# THE S. I. T. U. PROTECTION FUND LTD.

*Proceedings of the Twenty-fourth Ordinary General Meeting held on*  
17—5—1952.

The Twenty-fourth Annual Meeting of the General Body of the South Indian Teachers' Union Protection Fund, Ltd., was held at the Sarvajana High School, Peelamedu, Coimbatore, on Saturday the 17th May, 1952 at 8-30 a.m. with the Rev. D Thambusami (President) in the chair.

Ninety Members were present.

Resolution condoling the death of Sri S. K. Yegnanarayana Iyer and Sri P. A. Subramanya Iyer, former Presidents of the Fund, was passed.

The President gave information about the points given notice of by Mr. L. Mariapragasam.

Then the Hony. Secretary Sri V. B. Murthi, read the Notice of the Meeting dated 10—4—1952. He also read the Auditors' Certificate in the Balance Sheet.

The Secretary then presented the Annual Report and the Statement of Accounts for the year ended 31—12—1951. It was unanimously resolved to take the Report as read. Sri S. Natarajan proposed that the Report be adopted and the motion was seconded by Sri S. Swaminathan.

There was a discussion on the Report. Messrs. S. Natarajan (Madras), A. S. Narayanan (Palghat), L. Mariapragasam (Madras), T. P. Srinivasavaradan (Madras), C. Ranganatha Iyengar (Madras), M. K. Ramamurti (Madras) and M. Subramanyam of Tuticorin took part in the discussion. The members generally impressed the necessity of

still further increasing the membership by even going in for a paid officer for propaganda work. After the Secretary's reply to the points raised by the Members, the Report was adopted unanimously.

The election of the President, the Vice-President and the Secretary was then proceeded with.

The following were elected unanimously :—

- (i) Rev. D. Thambusami as President (Proposed by Sri S. Natarajan and seconded by Sri L. Mariapragasam).
- (ii) Sri T. P. Srinivasavaradan as Vice-President (Proposed by Sri S. Natarajan and seconded by Sri G. K. S. Balasubramanian).
- (iii) Sri V. B. Murthi as Secretary (Proposed by Sri A. S. Narayanan and seconded by Sri C. R. Iyengar).

Five names were proposed and seconded for the three members of the Board of Directors and the following were declared elected after a ballot.

1. Sri E. H. Parameswaran of Ambasamudram.
2. „ K. N. Pasupathi of Kurnool.
3. „ P. Govinda Rao of Madras.

*Election of Auditors :* Proposed by Sri E. H. Parameswaran and seconded by Sri S. Srinivasan, Messrs. V. Sundararajan & Co., Chartered Accountants were elected unanimously as Auditors for the year 1952.

*Remuneration of Auditors :* Sri K. S. Changalroya Iyer proposed that the re-

muneration for the auditors be fixed at Rs. 300. The proposition was duly seconded by Sri S. Srinivasan and accepted unanimously.

The Special Resolution given notice of in regard to 'Additional Table No. V,' was formally moved by the Secretary on behalf of the Board. After some discussion it was carried unanimously.

**Silver Jubilee Celebration :** The President formally moved that a sum not exceeding Rs. 3,000 be permitted to be spent in connection with the celebration to be held early in 1953. He requested the Secretary to give information as to how the amount was proposed to be spent. After hearing the Secretary, it was proposed and accepted the word

'sanctioned' be substituted in the place of the word 'expended' in the resolution. Sri M. K. Ramamurthi proposed that the maximum amount be fixed at Rs. 4,000 which was seconded by Sri S. Srinivasan. The amendment was negatived and the original resolution with the change that an amount not exceeding Rs. 3,000 be *sanctioned*, was approved unanimously.

With a vote of thanks by the Secretary to the Chair and the School authorities and also to the outgoing Director the meeting terminated at about 11 a.m.

Triplicane,  
Madras,

20th May, 1952.

D. THAMBUSAMI,  
*President.*

V. B. MURTHI,  
*Secretary.*

## GREAT BRITAIN

### *Overseas Students See London by Night.*

While most of London's eight million residents were asleep on Friday night (May 16), 30 students from 16 countries made a coach-tour of the metropolis visiting some of the places where the tempo of activity reaches its highest in the small hours of the morning.

On this trip—the first of its kind organised by the Student Welfare Department of the British Council—were four students from India who are now studying in London.

In the early hours of the morning the party visited the General Post Office. Special permission was given for this visit as normally visitors are only allowed by day. From there the students went to the Strand Corner House, which is open all night, for a meal and rest. After that the great fruit and vegetable market, Covent Garden, was visited, and then a final call made at Billingsgate fish market.

The tour was part of the programme of visits and short courses arranged by the British Council for overseas students who want to see more of Britain and to meet British people.



# THE S. I. T. U. PROTECTION FUND LTD.

*Details of Policies issued during May & June—District and School-War.*

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Board High School, McDonald's Choultry ..	3
Board High School, Kadathur ..	2
Board High School, Palakod.	1
Board Ele. School, Namakkal.	1

7

S A. V. High School, Tuticorin ..	1
P. M. Ornella's Middle School, Tuticorin ..	1
Illathar Valibar Sang Hr. Ele. School, Ponnagaram, Tuticorin ..	1

5

## MALABAR—

P. K. D. Hr. Ele. School, Kollengode ..	2
Kappad School, Kappad ..	1
Puratheel Moppila School, Varam ..	1
Macheri Moppila School, Macheri ..	1
Attapada School, Attapada ..	1

6

## RAMANATHAPURAM—

C. A. M. High School, Kondanoor ..	1
K. K. S. Ele. School, Nallappanaickenpatti ..	1

2

## NORTH ARCOT—

M. E. L. I. M. Hr. Ele. School, Pernambut ..	1
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1

## MADRAS—

T. T. V. High School, Madras.	1
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1

## NILGIRIS—

Municipal High School, Ootacamund ..	..
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5

## TRICHINOPOLY—

Southern Railway High School, Golden Rock ..	1
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1

## TIRUNELVELI—

Board Basic School, Kuruvukulam ..	1
St. Xavier's High School, Tuticorin ..	1

Total ..

28

## EDITORIAL

### **The Peelamedu Conference :**

The 42nd Madras State Educational Conference held at Peelamedu in May last covered a very wide ground. It examined in detail the philosophical basis of Basic Education and the many difficulties which Basic Schools are now encountering. The Secondary and Technical Education Section of the Conference discussed the place of English in the Secondary School Course and examined thoroughly the problem of discipline in schools. The University Education Section considered the question of educational finance with respect to University Education and discussed the need for alignment of standards between the Secondary Schools and the Colleges. It made a notable contribution to the conference when it discussed a Charter of Rights and Responsibilities for Teachers, on the lines of what was adopted at the last All-India Education Conference. The organisation and administration section took up for detailed consideration the question of Training of Teachers.

The Conference by a resolution requested Government to examine thoroughly how far the present organisation would help to achieve the objective of universal free compulsory education up to the age of 14 years. It urged the setting up of a Teachers' Council for enquiring into cases of professional misconduct which might necessitate the cancellation of the teachers certificate. It also accepted a charter which stated not only the rights of the teacher but elaborated his responsibility. The Conference by a single resolution stated its minimum in

respect of salary scales and service conditions and it felt that the Government, which had been giving their earnest consideration to these questions, would do them justice. The Hon'ble Dr. M. V. Krishna Rao, who opened the Conference, gave them the assurance that their case was being examined with the utmost sympathy.

Though the Conference could not have the benefit of Dr. R. K. Shanmukham Chettiar's presence on all the days of the Conference, the Conference was given the right start by his excellent presidential address, which at once raised the tone of the Conference and contributed not a little to the high level of discussion both at the general and the sectional conferences.

The Reception Committee had done their best to make the stay of the delegates as comfortable as possible. The delegates had quite an enjoyable time, what with all the excursions and the excellent fare provided in the dining halls. The members of the P. S. G. family took the conference as their personal responsibility and spared no pains in ensuring the success of the Conference.

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### **And After :**

After the Conference the teachers in the State were hoping that Government would order the salary revision which they were made to expect for the past two years. But unfortunately the South India Teachers' Union was informed that for the present no revision of salaries would be made. The only concession announced was extend-

ing the benefit of fee concession to the children of teachers employed in aided elementary and secondary schools. We admit, it is a good help. We are glad that Government saw the justice of this act and even while issuing the order made it applicable to teachers in aided elementary and secondary schools. We are sorry that teachers in other recognised educational institutions are denied this assistance nor is it given to the non-teacher employees of these institutions. It cannot be that they are more comfortably placed in life. We believe it is an unfortunate omission and we do hope that ere long Government would clarify the order and extend its application to teachers employed in all educational institutions—pre-basic, Montessori, Kindergarten, Nursery, Teacher Training Schools and all Colleges, and to the ministerial establishment of all recognised educational institutions. Of the grant of this concession, the Hon'ble the Chief Minister is reported to have said, 'We felt it to be just and we immediately decided upon it, regardless of the cost.' That is a good and sound principle for Governmental action and we earnestly

hope that that test will be applied in the matter of teachers' salaries also. Teachers are not mercenaries. Their requests are not high pitched. What they have asked is just the minimum required to enable them to lead a life of just enough so as to give their undivided attention to their main work—the task of educating the children. While we are aware of the large numbers of teachers and the great increase in cost even if a small improvement is effected in their salaries, we are anxious that the Government and the public should think of the great harm to the nation's well-being in the future, if on account of their inability to pay the teachers an adequate salary, they do not have good, competent and contented teachers to educate their children. Everywhere people complain of deterioration and fall in standards of work and character. It is high time that the authorities take immediate steps to arrest it. They need the best men and women of the country to take charge of the education of the young.

Will they do the needful in time or will they drive the teachers to despair? They are already on the verge.

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*The Bombay Teachers' Journal (March, 1937)*

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"Wren's Composition hardly requires any recommendation or review as it is very widely read all over the land. By placing this book in the market, the publishers have hardly left.....any room for choice."

—*The Bombay Teachers' Journal*  
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